

# PRESENTATION ANXIETY IN ENGLISH: SOURCES AND COPING STRATEGIES AMONG VIETNAMESE UNIVERSITY STUDENTS

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**Title:**

*Lo lắng trong thuyết trình bằng tiếng Anh: nguyên nhân và chiến lược ứng phó của sinh viên đại học Việt Nam*

**Từ khóa:**

*lo lắng khi thuyết trình; thuyết trình bằng tiếng Anh; các chiến lược ứng phó; những khó khăn liên quan đến ngôn ngữ; sự hỗ trợ của giáo viên*

**Keywords:**

*presentation anxiety; English presentation; coping strategies; language-related challenges; teacher support*

**TÓM TẮT:** Nghiên cứu này tìm hiểu lý do sinh viên đại học Việt Nam cảm thấy lo lắng khi thuyết trình bằng tiếng Anh và cách họ ứng phó với sự lo lắng đó. Khảo sát được tiến hành với 100 sinh viên thuộc các khoa Kỹ thuật, Nhà hàng – Khách sạn và Ngôn ngữ Anh, thông qua cả câu hỏi đóng và câu hỏi mở nhằm thu thập dữ liệu định lượng và định tính. Kết quả cho thấy việc phải thuyết trình trước đám đông, xử lý các câu hỏi trong phần hỏi – đáp và sử dụng vốn từ vựng tiếng Anh ít thông dụng là những yếu tố gây căng thẳng nhiều nhất. Những nguyên nhân phổ biến của sự lo âu bao gồm sợ mắc lỗi ngôn ngữ, vốn từ hạn chế và thiếu tự tin trong phát âm, đặc biệt ở nhóm sinh viên chuyên ngành tiếng Anh. Sinh viên thường luyện tập lặp lại, học thuộc nội dung và sử dụng ghi chú để ứng phó với sự lo lắng này; tuy nhiên họ cho rằng các cách này chưa thực sự hiệu quả. Do đó, sinh viên mong muốn nhận được sự hỗ trợ từ giảng viên, đặc biệt trong việc tạo môi trường không phán xét, hướng dẫn rõ ràng hơn và nhiều cơ hội luyện tập kèm phản hồi.

**ABSTRACT:** This study investigated why Vietnamese university students feel anxious when presenting in English and how they try to manage that anxiety. The research surveyed 100 students from three faculties, asking both closed-ended and open-ended questions to collect quantitative and qualitative data. The results showed that having to present in front of a crowd, handle questions in the Q&A section, and use unfamiliar English vocabulary were the most stressful aspects. Common sources of anxiety included fear of making language-related mistakes, limited vocabulary, and lack of confidence in pronunciation, especially among English-majored students. To cope with anxiety, students reported repetitive practice, memorizing content, and using notes; however, they still found these strategies unsatisfying. As a result, students expressed a strong need for teacher support. In particular, they wanted a non-judgmental environment, clearer presentation instructions, and more opportunities to practice and receive feedback.

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## 1. Introduction

Presentation is considered an essential skill for Vietnamese students, not only during their studies but also for their future careers after graduation [17]. These English presentations are important for building communication skills and preparing students for international academic and professional environments. However, presenting in English is often a source of stress and anxiety, especially for students who are not confident in their language ability [3]. Compared to presenting in their first language, students may struggle more with vocabulary, grammar, pronunciation, or fear

of being judged when speaking English in front of others [16].

Presentation anxiety is a common problem that can affect student confidence, performance, and learning outcomes. Many students experience physical symptoms such as nervousness, sweating, or shaking, as well as mental stress, especially during specific stages of presentation, such as the beginning or the question-and-answer (Q&A) session [14]. These challenges are even more difficult when students come from non-English-related majors and do not have many opportunities to practice English speaking in real situations.

This study explores English presentation anxiety among students from Engineering, Hospitality, and English Language Studies. It focuses on finding out the most common causes of presentation anxiety, the main causes of it, and what students do to cope with that anxiety. It also looks at whether the subject area has the potential to influence the anxiety of students in the English presentation. The study can then provide supporting information to improve the presentation skills of students. To guide this study, there are three research questions.

- 1) Which parts of the English presentations cause the most anxiety?
- 2) What are the main reasons for students' anxiety in English presentations?
- 3) What strategies do students use to manage and reduce this anxiety?

## **2. Theoretical framework and Methods**

### ***2.1. Presentation anxiety in an English as a Foreign Language (EFL) context***

Presentation anxiety is a common type of anxiety in educational settings. Anxiety is made worse when students have to present in a foreign language. Common causes of this anxiety include fear of making grammar and pronunciation mistakes and worry about negative judgment from peers and teachers [7],[10],[21]. These factors can lower student confidence and motivation, which can cause a detrimental overall learning experience.

Several studies have shown that presentation anxiety is considered a significant issue in EFL classrooms. For example, Woodrow (2006) found that anxiety levels during English presentations significantly impacted class engagement and motivation for speaking practice. In addition, other research indicates that several factors influence anxiety when presenting in English [8],[13],[20]. These factors include presenting on unfamiliar topics, having a limited vocabulary related to the topic, and experiencing cognitive overload.

### ***2.2. Stages of English presentations that trigger anxiety***

Anxiety does not occur consistently throughout the presentation, but there are times when students feel extremely stressed and other times when they do not. One of the

two times when students experience the greatest anxiety is at the beginning of the presentation and the Q&A session at the end. According to Grieve et al. (2021), one of the parts that makes students the most anxious when giving a presentation is the beginning of the presentation. This stage requires students to have confidence in communication and the ability to communicate clearly, which is very difficult for students whose native language is not English. In addition to the beginning of the presentation, the Q&A section at the end is also considered a very stressful part for students. In the question and answer section, students not only have to deal with unexpected questions, but this part gets harder if they lack strong English listening and speaking skills (Radzuan & Kaur, 2011).

In summary, students feel the greatest pressure at two specific moments during a presentation. It is when they start the presentation and when they have to answer questions after the presentation ends. This may happen because students must think quickly while having decent language skills.

### ***2.3. Causes of presentation anxiety in English***

There are many reasons why students feel nervous when presenting in English. For example, students have difficulty with grammar, using appropriate vocabulary, or pronouncing difficult words [4], which may lead students to become less confident in presenting in English. Another factor is the fear of forgetting the content of the presentation, and the fear becomes worse because it is presented in English. When students forget the content of their presentation, they are more likely to lose control over what to tell the audience next [11]. As a result, this often makes them feel that if they make a mistake, the audience will judge them, which can lead students to feel anxious and reluctant to speak in front of the class [1]. The final factor is culture in Asian countries, including Vietnam. Typically, students are taught to avoid mistakes, especially in front of an audience [2]. This creates pressure when they perform poorly or

say something embarrassing while in the spotlight.

#### **2.4. Strategies to reduce presentation anxiety**

To overcome presentation anxiety, students often use a combination of strategies rather than just one. These strategies may come from their previous experiences, from advice from teachers, or from training they have received in public speaking.

An approach considered the most popular among most students is to practice their presentation many times with notes of key points. The reason is that when they practice many times with prepared notes, they become familiar with the content and slides. This mastery of the content, slides, and notes will increase fluency and therefore reduce anxiety when presenting in English [9]. In addition, the way students use mental approaches such as self-encouragement and visualizing the success of their presentation can also help them overcome anxiety. Gurbuz and Cabaroglu (2021) also reported that if students can change their self-doubt, not believing that they can give a good presentation in English to thinking that they can do it, and visualize success, it will greatly improve their confidence in oral tasks. Additionally, regulating physical reactions through techniques such as deep breathing, short meditations before presentations, or receiving emotional support from friends and teachers can also help them be more willing to participate in speaking activities in class, including presentations (Namaziandost et al., 2020).

### **2.5. Methods**

#### **2.5.1. Participants**

There were 100 second-year students with purposive sampling from three majors: Electrical Engineering, Hospitality and English Language Studies of Binh Duong Economics and Technology University, Binh Duong, Vietnam. These students were 19 and 20 years old and are completing their second year of study and entering their third year. Furthermore, these selected students were all students who had experience presenting in English in previous courses. For English proficiency, Electrical Engineering and

Hospitality students were at pre-intermediate (A2) to intermediate (B1) level, while English Language Studies students were at upper-intermediate (B2). With the participation of students of different disciplines and different levels of English proficiency, the study aimed to find out what anxiety they experience when giving presentations in English and how they overcome it.

#### **2.5.2. Research design**

This study used a mixed-method research design with a questionnaire to collect quantitative and qualitative data. The questionnaire was designed based on the literature review focusing on causes of presentation anxiety and coping strategies. The questionnaire included four sections. Section A collected background information, such as sex and major. Section B focused on presentation anxiety, asking students to rate their levels of anxiety and identify possible causes. Section C explored the strategies students use to cope with anxiety during English presentations. Section D included two open questions asking students to explain which strategies helped them the most and what kind of support they would like from their teachers or university.

#### **2.5.3. Data collection**

First, the questionnaire was delivered to students via Google Forms. Before the main data collection, a small pilot study was conducted with six students, including two from each department, to check if the questions were clear and easy to understand. After receiving their feedback, some small changes were made to improve the questions. For the main data collection, the lecturers in each department were asked to help share the link to the questionnaire with their students. The students were informed about the purpose of the study and told that their responses would be kept private and used only for research. Participating in the study was voluntary and the students could stop at any time. The questionnaire took approximately 15 to 20 minutes to complete. A total of 100 responses were collected and used for the study.

#### **2.5.4. Data analysis**

Quantitative data from Sections A, B and C were analyzed using SPSS. First, the data were checked to ensure that all responses were complete and accurate. The basic statistics such as counts, averages, and percentages were then calculated to describe students' backgrounds, levels of presentation anxiety, and coping strategies. For the qualitative data in Section D, a thematic analysis was employed, because it is well suited to identifying existing patterns in short open-ended responses. This involved carefully reading all responses, identifying important points, grouping similar points into themes, and reviewing these themes to

accurately represent the ideas and suggestions of the students.

### 3. Result and discussion

#### 3.1. Participant information

This study included 100 undergraduate students from Binh Duong Economics and Technology University, Vietnam. Among them, 63 were female and 37 were male. The participants were from three different faculties: 33 students studied Engineering, 24 studied Hospitality, and 43 studied English Language Studies, as shown in Table 1. This mix of students helped provide a broad view of how learners from different academic backgrounds experience and deal with anxiety in English presentations.

**Table 1**  
**Demographic data of the participants**

Variable	Category	Frequency	Percentage (%)
<b>Gender</b>	Female	63	63.0
	Male	37	37.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Faculty</b>	Engineering	33	33.0
	Hospitality	24	24.0
	English Language Studies	43	43.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

#### 3.2. Most stressful parts of presentations

In general, students were asked to rate how anxious they usually feel when giving presentations in English. Data show that the average level of anxiety when giving presentations in English was 3.34 on a scale from 1 to 5, indicating moderate anxiety. The

minimum score was 1, and the maximum was 5, which means that some students did not feel any anxiety, while others felt extreme anxiety. The standard deviation of 1.13 shows that the levels of anxiety of the students varied greatly.

**Table 2**  
**Descriptive statistics for anxiety level**

	N	Min	Max	Mean	Std. Deviation
<b>Anxiety level</b>	100	1	5	3.34	1.13

When comparing anxiety levels, most students felt more anxious to present in English than in Vietnamese. More than half (52%) reported feeling much more anxious in

English, while 27% felt a little more anxious. Only 12% said their anxiety was about the same in both languages, and 9% felt less anxious when they presented in English.

**Table 3**  
**Anxiety levels: English vs. Vietnamese presentations**

Response	Frequency	Percentage (%)
Much more anxious in English	52	52.0
A little more anxious in English	27	27.0
About the same	12	12.0
Less anxious in English	9	9.0

Response	Frequency	Percentage (%)
Total	100	100.0

To explore which specific aspect of the presentation in English caused the most anxiety, participants were asked to select the part they found most stressful. As shown in Table 4, the source of anxiety reported most frequently was speaking in front of a crowd (26%), followed by answering questions (24%) and using academic words (21%). Other identified areas included explaining the

content (18%) and beginning the presentation (5%). Furthermore, 6% of the students selected “Other” and provided written responses. These included difficulties such as limited vocabulary, fear of forgetting content, low English proficiency, fear of making grammatical or lexical errors, lack of confidence, and discomfort with audience attention.

**Table 4**  
**The most stressful part of English presentations**

Part of presentation	Frequency	Percentage (%)
Beginning/opening	5	5.0
Explaining content	18	18.0
Using academic words	21	21.0
Responding to questions (Q&A)	24	24.0
Speaking in front of a crowd	26	26.0
Others	6	6.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

The findings show that speaking in front of a crowd is the most stressful part of English presentations for students, followed by answering questions and using academic words. The beginning or opening of the presentation was the least stressful part. A noticeable point is that some students also experience stress from language-related challenges, such as limited vocabulary, fear of making mistakes, and lack of confidence, which affect their general anxiety during presentations. This suggests that both presentation skills and language proficiency contribute to student presentation anxiety.

### **3.3. Common causes of presentation anxiety**

The students were asked about the main reasons for feeling anxious during English presentations. The most common cause was fear of making grammar or vocabulary errors, reported by approximately 63% of students. Limited vocabulary and low confidence in pronunciation were also important reasons, mentioned by around 62% and 55% of the students, respectively. Other causes included pressure to perform well, fear of being misunderstood, and concern about negative judgment.

**Table 5**  
**Main reasons for anxiety**

Reason	Frequency	Percentage (%)
Fear of making grammar/vocabulary mistakes	63	22.6
Limited vocabulary	62	22.2
Low confidence in pronunciation	55	19.7
Fear of being misunderstood	34	12.2
Worry about negative judgment	29	10.4
High pressure to perform well	36	12.9
<b>Total</b>	<b>279</b>	<b>100.0</b>

In all faculties, the most common causes of anxiety were fear of grammar or vocabulary errors and limited vocabulary.

These concerns were reported more frequently by students of English Language Studies, with 25 students identifying each

problem, compared to 22 and 16 students of Engineering and Hospitality, respectively. Pronunciation difficulties were also more common among English majors (20 students) than their peers in Engineering (19) and Hospitality (16). Additionally, English

Language students reported higher anxiety related to fear of being misunderstood (15 students), worry about negative judgment (13), and pressure to perform well (18), all exceeding the numbers from Engineering and Hospitality faculties.

**Table 6**  
**Distribution of anxiety reasons by faculty**

Reason for Anxiety	Engineering	Hospitality	English Language Studies
Fear of grammar/vocabulary mistakes	22	16	25
Limited vocabulary	23	14	25
Low confidence in pronunciation	19	16	20
Fear of being misunderstood	11	8	15
Worry about negative judgment	7	9	13
High pressure to perform well	11	7	18

English Language Studies students may experience more anxiety about grammar, vocabulary, and pronunciation because they are more aware of language rules and have higher expectations for their own language use. Their deep knowledge makes them more aware of mistakes. Also, since their major focuses on language skills, they may feel greater pressure to perform well and worry more about being misunderstood or judged negatively. In contrast, students in Engineering and Hospitality might focus less on language accuracy, so they report these concerns less often.

In summary, the main causes of presentation anxiety among students were fear of grammar or vocabulary errors, limited vocabulary, and low confidence in pronunciation. These concerns were especially common among English Language Students, who reported higher levels of anxiety related to language accuracy and performance pressure compared to engineering and hospitality students. This may be because English majors are more

aware of language rules and expect higher standards from themselves, leading to greater concern about mistakes and negative judgments. In contrast, students from other faculties showed less anxiety about language details.

#### **3.4. Strategies to reduce anxiety**

In terms of strategies to reduce anxiety during English presentations, most of the students relied on practicing the entire presentation multiple times, with 78% reporting this approach. Memorizing the script was also popular and was used by 47% of the students. Other common strategies included the use of notes or cue cards (38%), the search for feedback from peers or teachers (31%), and the observation of sample presentations (28%). A minority of students employed techniques such as relaxation or breathing exercises (10%) and deliberately avoiding eye contact (7%). Other methods mentioned by a few students included engaging in positive self-talk or listening to music to alleviate anxiety.

**Table 7**  
**Methods students use to manage presentation anxiety**

Strategies	Frequency	Percentage (%)
Practice the whole presentation many times.	78	28.7
Memorize the script	47	17.3
Use notes or cue cards	38	14.0
Get feedback from peers or teachers	31	11.4
Watch sample English presentations	28	10.3

Strategies	Frequency	Percentage (%)
Use relaxation or breathing techniques	27	9.9
Avoid eye contact	19	7.0
Others (e.g., positive self-talk, listening to music)	4	1.5

The students explained their strategy choices by illustrating how each approach helped them in handling particular sources of anxiety. The most commonly referenced strategy was to practice the entire presentation multiple times. Several students noted that consistent rehearsal improved content recall, increased fluency, minimized errors, and boosted confidence. For example, a student remarked:

*“Lúc tự em luyện tập thuyết trình ý, luyện nhiều lần lăm a, làm đi rồi làm lại, em thấy nó giúp tui em tiến bộ. Em có thể phát âm những từ khó và nói mượt hơn nhiều, còn không luyện tập thì hơi khó mấy đoạn đó, vì không phải từ nào tui em cũng biết.”*

(When we practice presenting, we practice many times, do it over and over again, I find it helps us improve. I can pronounce difficult words and speak much more smoothly, otherwise it would be a bit difficult for us to do those parts because we don't know every word.)

Another student noted:

*“Luyện tập trước bài thuyết trình làm em cảm thấy yên tâm hơn hẳn do bản thân đã nắm nội dung chắc rồi, biết cái mình sẽ trình bày thì nhiên em tự tin hơn a.”*

(Practicing the presentation before makes me feel more confident because I already know the content and what I need to tell the audience. I therefore feel naturally more confident.)

Some students combined this strategy with memorizing the script, saying that it helped them avoid pauses or forgetting lines. One student commented:

*“Em học học thuộc lòng luôn cho chắc ăn, khỏi sợ, khỏi vấp.”*

(I learn it by heart to be sure, not to be afraid, not to stumble over what I need to say.)

Others preferred to use notes or cue cards, as they found it helpful in case, they forgot what to say. As one student explained:

*“Đối với em thì em thấy viết mấy gạch đầu dòng ra lại rất hay với em luôn, kiểu như khỏi quên quên nhớ nhớ. Và lại lúc trình bày lỡ em có quên, thì lướt mắt qua một cái sẽ quay lại được luồng trình bày a.”*

(For me, I find writing bullet points very useful, like I don't forget. And if I forget when presenting, I can just glance at it and get back to the flow of the presentation.)

Some students also emphasized the benefit of watching sample presentations. This strategy helped them learn from others' delivery and gain inspiration. One student mentioned:

*“Thì mình để mấy bạn giỏi tiếng Anh làm trước, mình làm sau, theo mấy bạn là được a, làm theo mấy bạn thì chỉ từ đạt trő lên thôi a.”*

(Well, let good English students do presenting first, I'll do it later. Copying the way they present is fine. If I can copy them, I meet the standard for sure.)

Strategies frequently cited include obtaining feedback from peers or instructors, rehearsing in front of a mirror, and implementing relaxation methods like deep breathing. These tactics assist students in staying composed, boosting confidence, and heightening awareness of their strengths and weaknesses.

In summary, students selected their strategies based on the perceived effectiveness in mitigating their anxiety. Most believed that thorough preparation gave

them a better sense of control and reduced the fear of forgetting, being judged or making mistakes. As a Vietnamese saying goes: “*Có công mài sắt, có ngày nén kim*” – which can be naturally expressed in English as: “*Practice makes perfect.*”

However, the students self-evaluated the effectiveness of the anxiety reduction

strategies they used when presenting in English. On average, the strategies were rated at 2.96 out of 5, indicating a moderate level of effectiveness. Although most of the students did not find any strategy highly effective, the overall results suggest that these approaches offered some support in managing presentation-related anxiety

**Table 8**  
**Self-Evaluated effectiveness of anxiety reduction strategies**

N	Minimum	Maximum	Mean	Standard Deviation
100	1	5	2.96	0.96

Although the strategies the students used helped somewhat manage anxiety, many still felt that they needed additional support. When asked what kind of help they wished to receive from their teachers or the university to feel more confident in English presentations, the students shared various suggestions to improve their skills and reduce anxiety.

The students clearly communicated their requirement for assistance from both their teachers and the university to enhance their confidence while delivering presentations in English. Their responses identified three key areas needing support: fostering a comfortable atmosphere, enhancing presentation skills and language proficiency, and offering practical guidance and encouragement.

First, many students wanted a friendly and nonjudgmental environment. They reported that if teachers and classmates did not show negative judgments about their mistakes during presentations, they would feel more relaxed and comfortable while presenting. One student said: “*Kiểu cô em vô lớp là cô cho tụi em cảm giác thân thiện liền liền luôn ý, ai cũng như ai, giỏi dở gì cũng không có sao hết. Cố lúa như nhau, cứ thế mà làm việc thôi a*” (When my teacher entered the class, she immediately gave us a friendly feeling.

We’re cut from the same cloth, good or bad, it didn’t matter. We were all the same, just keep working.) They also found that presenting in a group was less stressful than doing it alone.

Students were eager to receive detailed and clear guidance from their teachers before, during, and even after their presentations. The support that students suggested about mainly focused how to organize a presentation properly and if they used proper language in the presentation. For example, one student reported, “*Nếu cô mà hướng dẫn tụi em chi tiết cách bài thuyết trình nữa thì quá okay, kiểu bước nào bước nào bước nào, xong rồi sửa câu, coi tụi em dùng từ đúng chưa, phát âm có từ nào kỳ kỳ không, kiểu kiểu vậy*” (If my teacher could give us detailed instructions on how to present, that would be great, like step by step, then correct the sentences, see if we used the words correctly, if there were any weird pronunciations, things like that.)

Finally, many students also believe that having the opportunity to present multiple times helps them become comfortable with presenting in front of a crowd. One student shared: “*Không biết mấy bạn kia sao, nhưng em thấy là em thích cô gọi tụi em lên trình bày một vấn đề nho nhỏ thôi, kiểu như mini presentation, được vậy thì quá okay.*” (About

other classmates, I'm not sure but I think I like it when the teacher calls us up to present a small problem, like a mini presentation, that's great.) Some students also claimed that having teachers comment on their presentations can help them make their presentation better in the following time. In addition, the need for better equipment, like larger screens and higher quality projectors in classrooms were also mentioned, which would help them follow presentations more easily.

In summary, students believe that if they often practice giving presentations in English, memorize the content, and use notes while presenting, it can help reduce feelings of anxiety. However, when it came to feedback on the effectiveness of the methods they used, their satisfaction was only moderate, suggesting that they needed more support from teachers to provide specific guidance, feedback and create a friendly learning environment.

### **3.5. Discussion**

The results from this study show similarities with other studies on anxiety when presenting in a non-native language, however there are still differences for the EFL classroom context in Vietnam. First, the findings are consistent with previous studies in that students primarily feel the most pressure when they have to present in front of a crowd. (Hussain et al., 2021; Woodrow, 2006). Furthermore, it agrees with the research by Radzuan and Kaur (2011) that dealing with unexpected questions in the Q&A section makes students, especially those who are not good at listening and speaking skills, feel anxious. However, it is worth noting that the opening was the least stressful part, unlike the results of Grieve et al. (2021).

Second, similar to previous studies, this study found that language difficulties such as limited vocabulary or pronunciation

problems were found to be a major cause of anxiety (Fadlan, 2020; Tsang, 2025). At the same time, the fear of Vietnamese students of making mistakes is also a cultural characteristic that increases their anxiety level when presenting in English (Aubrey et al., 2015). One noticeable finding from the research is that the anxiety level of English language students is much higher than that of other majors, which suggests that their awareness of the language adds pressure to perform well (Mulyono et al., 2019).

Finally, although students in this study also applied methods such as repetitive presentation practice, memorization, and note taking as in other studies to reduce presentation stress (Liu & Jackson, 2008), they were still somewhat unsatisfied. Therefore, it can be seen that students still need additional support from teachers to reduce anxiety and increase confidence (Gurbuz & Cabaroglu, 2021; Namaziandost et al., 2020).

### **4. Conclusions**

This study shows that Vietnamese students often feel most anxious when they experience having to present in front of a crowd, handle questions in the Q&A section, as well as use unfamiliar English vocabulary. The main causes of presentation anxiety are students' limited English vocabulary, lack of confidence and fear of making mistakes. A notable finding of this study is that English Language Studies students consistently feel more anxious than other majors when giving presentations in English because they are aware of expectations of their language competence. To overcome the anxiety of presenting in English, students often practice presentations several times, memorizing scripts, and using notes; however, students are still not fully satisfied with them, which indicates that more support is required.

From the results, teachers should create a supportive learning environment that

encourages students to learn from mistakes, along with detailed instructions and practice opportunities with positive feedback. At the faculty level, training courses or workshops for English presentation skills can be held in the form of formal or extracurricular activities. At the university level, English presentation skills should be included in learning outcomes, and psychological counseling services for students with high levels of anxiety should also be added to help them feel better during English presentations.

When conducting this study, there were some limitations because of the resources available. First, the questionnaire cannot collect in-depth data reflecting subtle facial expressions or emotions. Second, the sample size is not too large to generalize the results of the study. As the result, future studies may consider using other methods such as interviews or observations to collect larger samples to be able to generalize this result.

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